

Date: July 21, 2014

Time: 3:00

Rm. 122

Present: Ema Burman, Susie Cevallos, Barbara Gonzales, Dianne Rowley (Minutes), Michelle Sampat, and Larry Silva

ITEM	DISCUSSION/ACTION	OUTCOME
1. Minutes	<ul style="list-style-type: none"> • Minutes from May 22, 2013 meeting were available for review 	
2. READ 100	<ul style="list-style-type: none"> • Clarification regarding what is acceptable for a course modification includes changes in measurable objectives, outlines, and language, but does not include a name change. • The group discussed at length what needs to be included in new READ 100 outline. Michelle emphasized that reading faculty are the ones who decide what is in the course. • To receive Academic Senate approval, READ 100 must align with CSU Fullerton’s 290 course. • There needs to be a distinction between READ 100 (Critical Reading) and ENGL 1C (Critical Writing). The current language for READ 100 is broad; it needs to be defined. • Michelle captured the group’s revisions to READ 100’s course outline (please see below) • Before the meeting ended, there was a short discussion on discourse and discipline modes. 	<ul style="list-style-type: none"> • Larry will email research on discipline modes to group, and Dianne will email “Unpacking Academic Discourse” by Kris Gutierrez
3. Build agenda for next meeting	<ul style="list-style-type: none"> • Include the following items in addition to standard agenda items: <ul style="list-style-type: none"> ○ Patterns of Discourse ○ Blueprinting ○ Align with CSU Fullerton 290 Course 	

Next meeting: Thursday, September 11, 2014 at 1:15pm in 6-112

READ 100 Course Outline (Group Revision 7/21/2014):

- A. Strategic comprehension approaches for critical reading of various types of texts
 - a. Four Levels of Comprehension
 - i. Literal: find, select, cite and present information
 - ii. Inferential: accurate inferences, unstated assumptions,
 - iii. Evaluative: the validity, truth, and soundness of inductive and deductive reasoning, logical fallacies and appeals in arguments,
 - iv. Appreciative: Author's point of view, authority, tone, style, bias, use of language, cultural values
- B. Patterns of discourse????
 - a. Blueprinting
 - b. Academic, professional, social, cultural, economic,
 - c. Registers of language???
 - d. Formal Academic, consultative, casual, intimate?????
 - e. Context
- C. Vocabulary approaches as applied to disciplines and discourses:
 - a. Definitions of critical thinking and critical reading within academic disciplines
 - b. Discipline specific terminologies
 - i. Extended key idea, information, memory clue (KIM)
 - ii. Concept Mapping
 - iii. Memory, use, response, judgment (MURJ)
 - iv. Self-selected vocabulary strategies
- D. Comparison and analysis of discipline specific organizational and structural patterns of various types of texts
 - a. Identification of patterns and organization
 - i. Textmapping
 - ii. Predict/Locate/Add/Note (PLAN)
 - iii. Mindmapping
 - b. Evaluation of College Level Reading
 - i. Descriptions
 - ii. Procedures
 - iii. Arguments
- E. Strategies to evaluate Critical Reading
 - a. Reflections on own strategic approaches to cross disciplinary discourses

- b. Recognition of reader's bias
- c. Recognition of an ethnocentric point of view
- d. Sufficient support for conclusions
- e. Author's argument and development

F. Final Exam